

SWEL 5.1.11 Teacher Collaboration Project

Vocabulary Module 2: *Direct Instruction*

Presenter Name

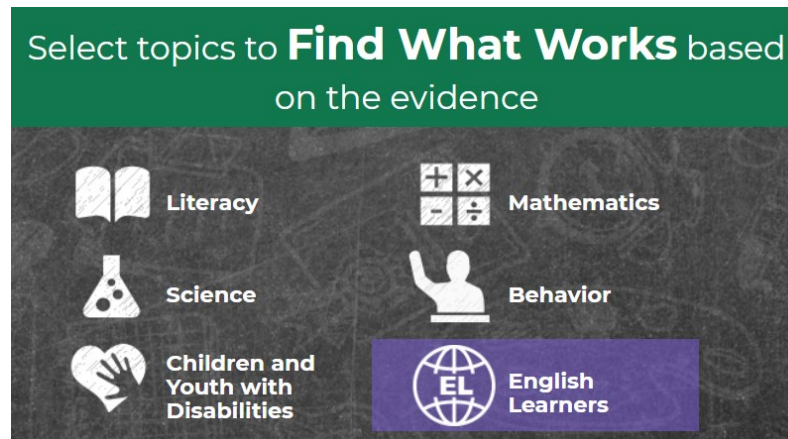
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Presenter Name

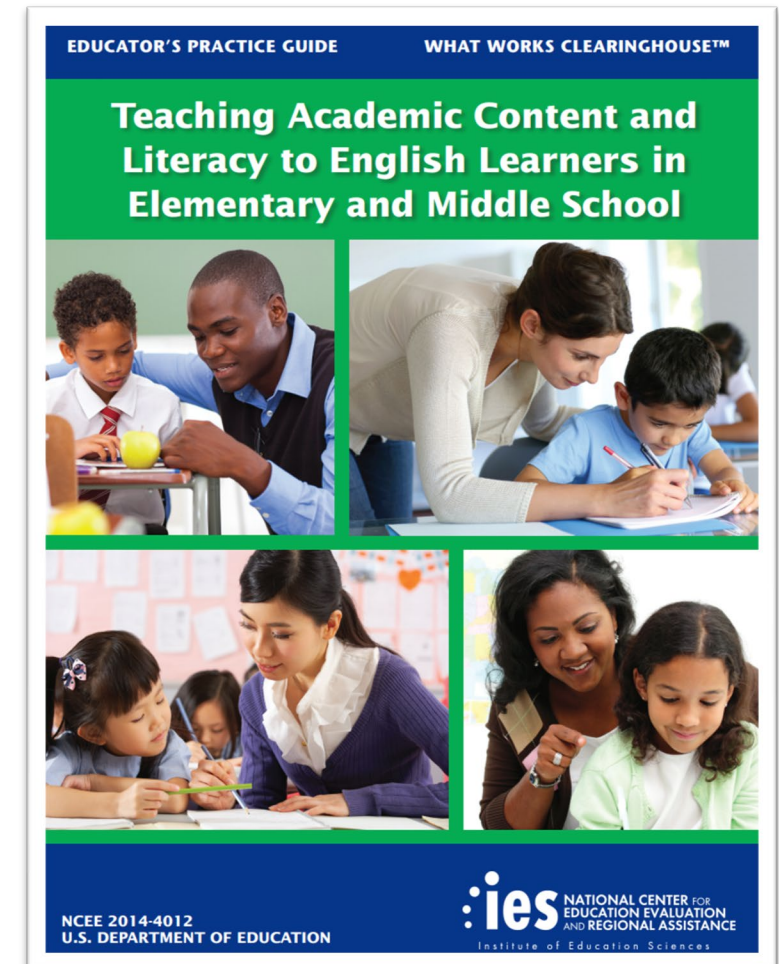
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Supporting English learner students' achievement

- The latest *What Works Clearinghouse* EL-focused practice guide endorses **academic vocabulary instruction** for cultivating ELs' **content knowledge** and **literacy skills**.



Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., & Newman-Gonchar, R. (2014). *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*. IES Practice Guide. What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.



Supporting English Learner Students' Achievement

- Together, the two recommendations supported by **strong evidence** emphasize *integrating a variety of academic vocabulary instructional activities into content area-teaching.*

1 Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.



2 Integrate oral and written English language instruction into content-area teaching.



3 Provide regular, structured opportunities to develop written language skills.



4 Provide small-group instructional intervention to students struggling in areas of literacy and English language development.



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Implementation Steps for Two Key Recommendations

Recommendation 1 <i>Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.</i>	Recommendation 2 <i>Integrate oral and written English language instruction into content-area teaching.</i>
Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.	Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.
Choose a small set of academic vocabulary for in-depth instruction.	Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.
Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).	Provide daily opportunities for students to talk about content in pairs or small groups.
Teach word-learning strategies to help students independently figure out the meaning of words.	Provide writing opportunities to extend student learning and understanding of the content material.

How to Teach Academic Words Intensively and Effectively?

Recommendation 1

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.

Choose a small set of academic vocabulary for in-depth instruction.

Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).

Teach word-learning strategies to help students independently figure out the meaning of words.

You can watch a member of the What Works Clearinghouse Practice Guide panel describe Recommendation 1 [on YouTube](#). Find a clickable link on our Resources site!

Select text and target words

Provide in-depth, multimodal instruction

Teach word-learning strategies

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Select text and target words

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2. Teach the target words via direct, multimodal instruction

The value of direct instruction

The goal of instruction is for students to understand **how a word is typically used**—an understanding that goes well beyond memorizing definitions or learning about word meanings in a very shallow way.

This can be achieved by providing students opportunities to experience new vocabulary in multiple ways, making them an integral part of students'...

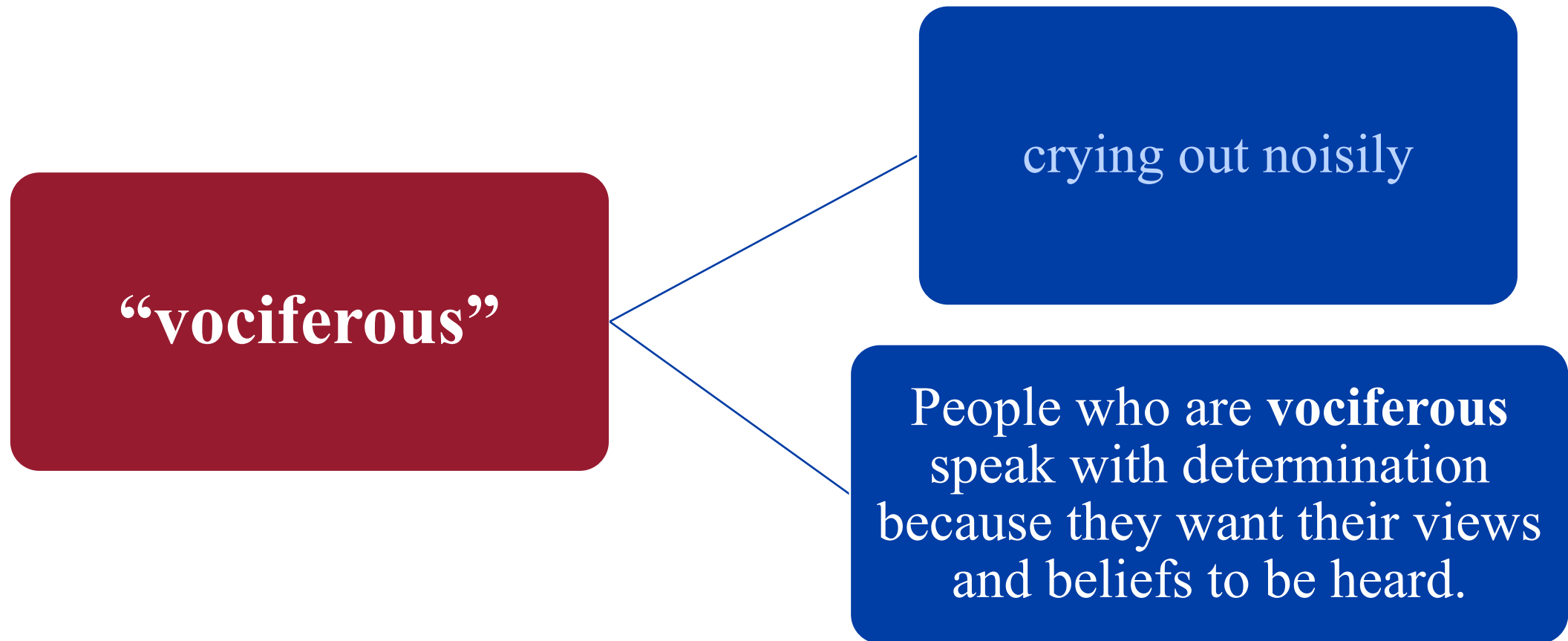
...listening

...speaking

...reading

...writing

Dictionary definitions vs. *usable* word knowledge



Introducing target words with direct instruction



Pre-Teaching Vocabulary - Second Third Grade

Key activities for direct, multimodal instruction

How do we help students gain a deeper understanding of target words?

Provide **student-friendly definitions** of the target academic words and apply these definitions to the **context of the text**.

Explicitly **clarify and reinforce** the definitions using examples, non-examples, and concrete representations.

Provide opportunities for students to respond to questions where they show their understanding of **subtle differences in usage and meaning**.

Facilitate **structured discussions** to increase opportunities for students to talk about academic words.

Require students to use the target academic words in their **writing activities**.

Engage students in activities that will **increase exposure** to and experiences with the word.

Tip #1: Give student-friendly definitions

Provide digestible target-word definitions that are anchored in the target text.

exhibit: a show or display that is meant for a lot of people to see

Anchor this definition by drawing students' attention to locations in the text where the word is used:

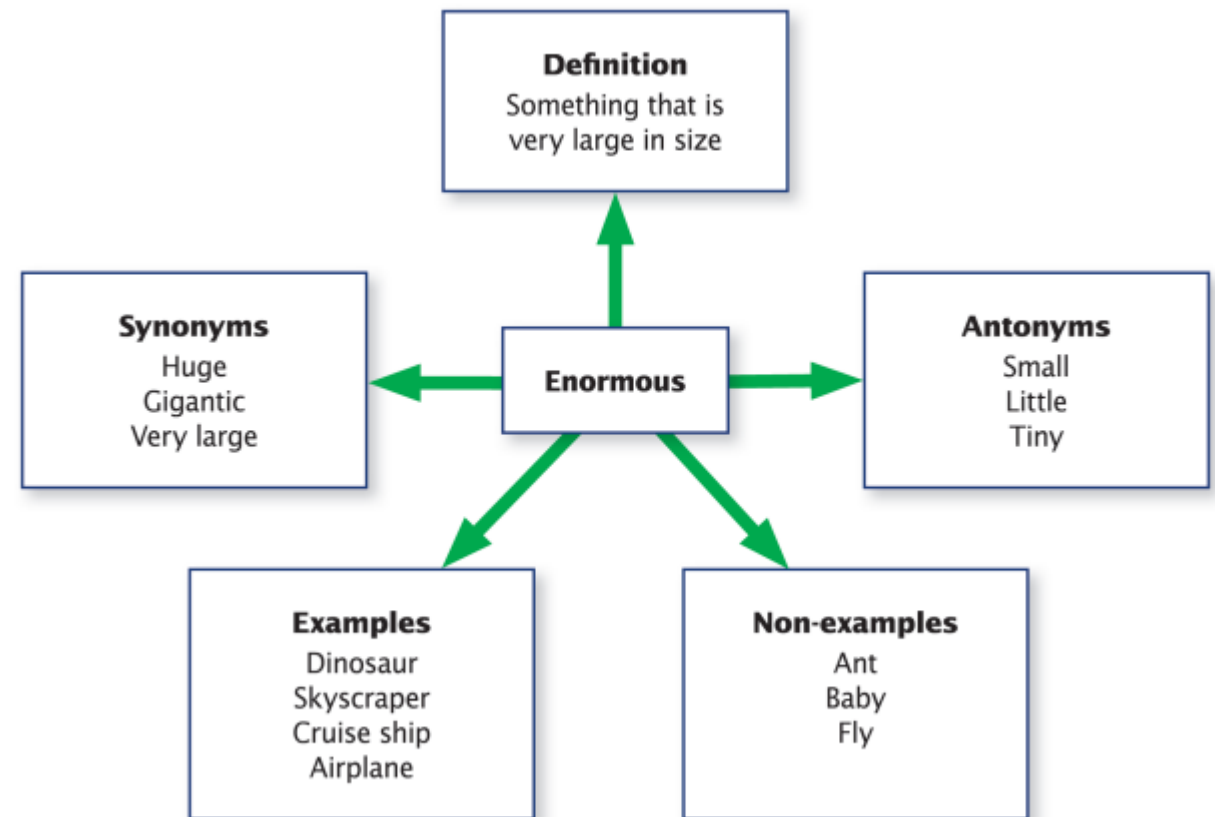
When you walk into a zoo today, the **exhibits** look different than they used to look years ago. Before the 1960s, zoos had cages with tile walls and floors. Now, animals in zoos live in more natural environments. For example, instead of enormous gorillas pacing back and forth in cramped cement areas, they play on soft grass and nap in trees. Before, large birds lived in small cages. Now, zoos have large **exhibits** where birds can stretch their wings and soar from tree to tree. According to zoo design expert Jon C. Coe, these changes often have a positive impact on animals' health and happiness.

Tip #2: Clarify and reinforce definitions

Clarify and reinforce the definitions using examples, non-examples, and concrete representations.

Examples of uses can span content areas, and students can brainstorm together.

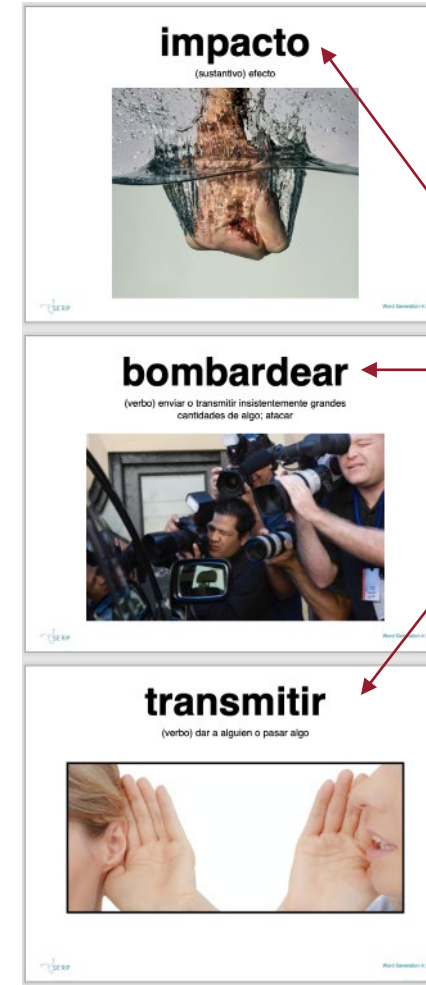
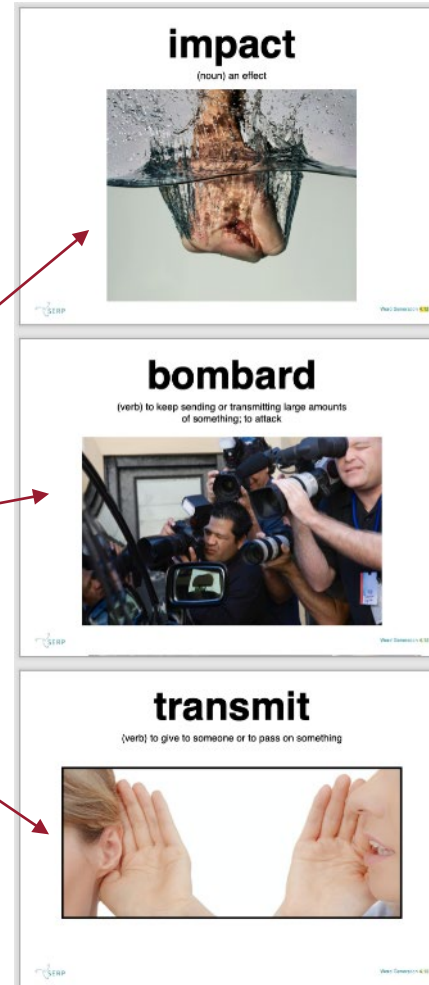
Graphic organizers can help students see relationships among words they know:



Tip #2: Clarify and reinforce definitions

- Where possible, use **visual depictions** to convey concrete representations of target words
- *Word cards* can help ground new word learning in easy-to-recognize and easy-to-recall formats






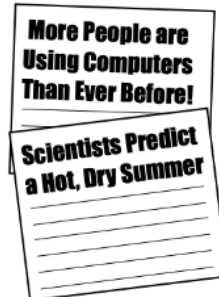
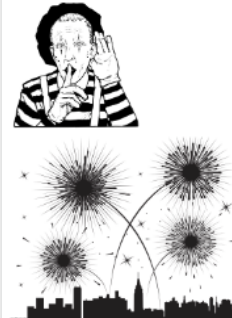
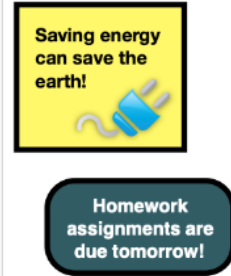
Striking visual
exemplar of
meaning



One-to-one
translation,
especially
with
cognates

Glossaries: *Collecting words*

- Glossaries can be both:
 - A quick reference for reminders of word meanings.
 - A place to enrich and extend understanding and application of new words.
- Useful glossary features may include...
 - Definition(s).
 - Synonyms and antonyms.
 - Meaning webs.
 - Sample sentence(s).
 - Conversational exercises.
 - Multimodal exercises (such as drawing).
 - Translations.

	impact	bombard	transmit
Definition 	<i>(noun)</i> an effect <i>(verb)</i> to have an effect on	<i>(verb)</i> to keep sending or transmitting large amounts of something; to attack	<i>(verb)</i> to give to someone or to pass on something
Sample Sentence 	I want to be a doctor so that I can have a positive impact in the community.	I know you're all sick of me bombarding you with my so-called "recycling mumbo-jumbo."	So what are some other values that have been transmitted to you guys?
Another Example 	Being bilingual has an impact on the way people see the world.	My little brother was bombarding my mother with requests for a new puppy!	Our teacher is transmitting his beliefs about the value of exercise and healthy eating.
Turn and Talk 	Who has had the greatest impact on your life?	Describe one of the messages that television has bombarded you with.	If you were a parent, what is one value you'd like to transmit to your children? Why?
Choose a picture 	Which of these headlines could have a big impact on a farmer? 	Which of these could bombard you with noises? 	Which of these signs is trying to transmit a value? 

Tip #3: Elicit evidence of understanding

Provide opportunities for students to respond to questions where they show their understanding of subtle differences in usage and meaning.

Generate open-ended questions and invite discussion about new words to explore incomplete or mistaken understandings.

Acknowledge and explore words with multiple meanings through simple but illuminating exercises:



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Definitions for the word exhibit

1. The *exhibit* we saw at the zoo really helped us understand how animals play together.
2. After coming back from our trip to the zoo, some of us *exhibited* anger and sadness at the way that animals were being treated.

Question: Which definition goes with each sentence? Explain why.

Exhibit: to show or express feelings

Exhibit: a show or display that is meant for a lot of people to see

Tip #4: Facilitate structured discussions

Facilitate structured discussions to increase opportunities for students to use academic words.

Invite conversations about issues raised by the target text *that do not have a right or wrong answer*.

- Students can practice argumentation skills while *using* target vocabulary words.

Students can also recount personal experiences related to the words.

- Ask them to describe an *exhibit* they visited, to the class or in pairs or small groups.



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Tip #5: Require new words in writing activities

Require students to use the target academic words in their writing activities.

Writing activities should vary in length and specificity vs. open-endedness.

Consider asking students to write brief reflections on target texts or following pair-and-shares to practice using new words.

- Activities can vary in length, formality, sociality:
 - Which *exhibit* was your favorite the last time you visited the zoo? Why?
 - Write a letter to your pen-pal about the *enormous* snowman you made with your family.
 - Write and act out a scene with your partner to teach your classmates one way to protect the *environment*.

Tip #6: Engage students to increase exposure

Engage students in activities that will increase exposure to and experiences with the word.

Using words in fun activities like charades, sketching, and drawing can help increase students' comfort with new vocabulary.

Experiences with words can be fostered in writing, speech, and reading.

Word sort

Create index cards with cognates and have students find and match them.

family—*familia*
car—*carro*
contagious—*contagioso*

Catch the differences

Present cognates that have some letter differences and have students circle them.

immigrant—*inmigrante*
profound—*profundo*
aquatic—*acuático*

False friends

Ask students to identify false cognates. Do they share any aspects of meaning?

globe ≠ *globo* (balloon)
exit ≠ *éxito* (success)
embarrassed ≠ *embarazada* (pregnant)

Don't stress out

Draw attention to cognates with different stress, intonation, and accent patterns.

animal vs. *a-ni-MAL*
capacity vs. *ca-pa-ci-DAD*
pharmacy vs. *far-MA-cia*

Key takeaways

Two approaches to teaching vocabulary



Direct instruction

Teachers lead interactions with students to acquaint them with new vocabulary, helping them practice saying, reading, and spelling unfamiliar words.



Word-learning strategies

Teachers support students in engaging in self-directed activities to increase familiarity with, exposure to, and depth of understanding of new vocabulary.



2A. Teaching vocabulary through direct instruction: *Key takeaways*

- ✓ English learner students benefit from effective word-teaching techniques that are applicable to the whole class.
- ✓ Recruiting students' home languages—cognates and translation equivalents—frames their emerging bilingualism as a resource.
- ✓ Introducing and having students practice using words in multiple modalities fosters flexibility and confidence so they can master vocabulary and content.

For more information



Check out the key resource this presentation draws on:

- [2014 What Works Clearinghouse Practice Guide](#)



Part 1 (on selecting texts and target words) and 3 (on word-learning strategies) can be accessed [HERE](#).



REL Southwest has compiled a rich repository of materials and guides you can draw from in your collaboration teams. Visit, browse, and download at [THIS.WEBSITE](#).